

Langton Primary School

RE Curriculum – Progression of Knowledge and Skills



EYFS – Linked to ELGs

Communication and Language

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Express their ideas and feelings about their experiences using full sentences

Personal, Social and Emotional Development

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Show sensitivity to their own and to others' needs.

Literacy

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced Use and understand recently introduced vocabulary during discussions about stories, nonfiction

Understanding of the World

Talk about the lives of the people around them and their roles in society Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Expressive art and design

Share their creations, explaining the process they have used. Invent, adapt and recount narratives and stories with peers and their teacher.

KS1 (Derwent & Foss)	LKS2 (Ouse)	UKS2 (Rye)
Curriculum Area: Beliefs and Teachings (from various religions)		
<p>Children begin to recall and name different beliefs and main festivals associated with religions. Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals.</p> <p>Children can:</p> <ul style="list-style-type: none"> a describe the main beliefs of a religion; b describe the main festivals of a religion 	<p>Children can describe the key beliefs and teachings of the religions studied, making some comparisons between religions. Children expand on their knowledge of world religions from KS1.</p> <p>Children can:</p> <ul style="list-style-type: none"> a describe the key teachings and beliefs of a religion; b begin to compare the main festivals of world religions; c refer to religious figures and holy books. 	<p>Children can explain how beliefs and teachings can make contributions to the lives of individuals and communities. Children can compare the key beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance. They discover more about celebrations, worship, pilgrimages and worship.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise and explain how some teachings and beliefs are shared between religions; b explain how religious beliefs can shape the lives of individuals and contribute to society.
Curriculum Area: Rituals, Ceremonies and Lifestyles (from various religions)		
<p>Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion. Children begin to reflect on their own experiences of attending ceremonies.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise, name and describe religious artefacts, places and practices; b explain religious rituals and ceremonies and the meaning of them, including their own experiences of them; 	<p>Moving on from KS1, children look at the concepts of belonging, identity and meaning. Children understand what belonging to a religion might look like, through practices and rituals, and what it might involve. Children begin to discuss and present thoughtfully their own and others' views. Children also explore pilgrimages as a part of a religious life.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify religious artefacts and how they are involved in daily practices and rituals; b describe religious buildings and how they are used; c explain religious ceremonies and rituals and 	<p>Children look further at the concepts of belonging, identity and meaning. They understand how certain features of religion make a difference to individuals and communities. Children also explore the rituals and ceremonies which mark important points in life. Children explore non-religious ways of life.</p> <p>Children can:</p> <ul style="list-style-type: none"> a explain practices and lifestyles associated with belonging to a faith; b explain practices and lifestyles associated with belonging to a non-religious community; c compare lifestyles of different faiths and give reasons why some people within the same

	their importance for people's lives and sense of belonging.	faith choose to adopt different lifestyles; d show an understanding of the role of a spiritual leader.
Curriculum Area: How Beliefs are Expressed		
<p>Children explore a range of sources of wisdom and the traditions from which they come. They can suggest some meanings to religious stories. Children begin to recognise different symbols and how they express a community's way of life. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>Notice and respond sensitively to some similarities between different religions and worldviews.</p> <p>Children can:</p> <ul style="list-style-type: none"> a name religious symbols and the meaning of them; b learn the name of important religious stories; c retell religious stories and suggest meanings in the story. 	<p>Children explore the expression of beliefs through books, scriptures, art and other important means of communication. Children then move on to exploring a range of beliefs, symbols and actions to express meaning. Children can explain the meaning of religious stories and sources of wisdom and the traditions from which they come.</p> <p>Children can:</p> <ul style="list-style-type: none"> a begin to identify religious symbolism in different forms of art and communication; b looking at holy texts and stories, explain meaning in a story; c express their beliefs in different forms, with respect for others' beliefs and comparing beliefs. 	<p>Children continue to explore the expression of beliefs through books, scriptures, art and any other important means of communication, as in LKS2. Children then move on to exploring a range of beliefs, symbols and actions so they can understand different ways of life and expressing meaning. Children can explain meaning of religious stories, sources of wisdom and the traditions from which they come.</p> <p>Children can:</p> <ul style="list-style-type: none"> a explore religious symbolism in literature and the arts; b explain some of the different ways individuals show their beliefs; <p>share their opinion or express their own belief with respect and tolerance for others.</p>
Curriculum Area: Time to Reflect and Personal Growth		
<p>Children look at how an appreciation of religion plays an important role in the lives of some people. They explore questions about belonging, meaning and truth so they can express their own ideas and opinions and responding in words, music, art or poetry.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify things that are important in their lives; b ask questions about the puzzling aspects of life; c understand that there are similarities and 	<p>Children further explore how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, including links to communities they may belong to. They notice and respond sensitively to different views.</p> <p>Children can:</p> <ul style="list-style-type: none"> a understand that personal experiences and feelings can influence their attitudes and actions; 	<p>Children continue to develop their understanding how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, and notice and respond sensitively to different views. Children can then discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise and express feelings about their

<p>differences between people.</p> <p>d Find out about and respond with ideas to examples of co-operation between people who are different.</p>	<p>b offer suggestions about why religious and non-religious leaders and followers have acted the way they have;</p> <p>c ask questions that have no agreed answers, and offer suggestions as answers to those questions;</p> <p>d understand that there are similarities and differences between people and respect those differences.</p>	<p>identities and beliefs;</p> <p>b explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers;</p> <p>c explain why their answers may be different from someone else's and respond sensitively.</p> <p>d Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</p>
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Values (in your own life and others lives)

<p>Children look at and appreciate how many people's values are an important aspect of their lives. Children look at religious stories to understand actions and consequences. Children begin to make connections to their own lives, looking at their own actions and consequences and choices they can make.</p> <p>Children can:</p> <ul style="list-style-type: none"> a look at how values affect a community and individuals; b explain how actions can affect other people; c find out about questions of right and wrong and begin to express their ideas and opinions in response. 	<p>Children develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to responsibility and citizenship and choices they make affecting their lives. Children begin to understand the concept of shared values and how a community can use shared values.</p> <p>Children can:</p> <ul style="list-style-type: none"> a make informed choices and understand the consequences of choices; b describe how shared values in a community can affect behaviour and outcomes; c discuss and give opinions on morals and values, including their own. 	<p>Children continue to develop their appreciation of the ways in which people's values are an important aspect of their lives. Children begin to understand the concept of shared values and how a community can use shared values. Moving on from their previous learning, children begin to strengthen their capacity for moral judgements.</p> <p>Children can:</p> <ul style="list-style-type: none"> a explain why individuals and communities may have similar and differing values; b show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences; c express their own values while respecting the values of others.
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